Resilience Scales

User's Guide Version 1.0

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2011

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The Profiling for Success series is published by Team Focus Limited, Heritage House, 13 Bridge Street, Maidenhead, Berkshire, SL6 8LR, England, tel: +44 (0)1628 637338.

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Introduction

“Our greatest glory is not in ‘never falling’ but in rising every time we fall.”

Confucius

Confucius gives us the heart of what this User’s Guide is about. It describes the development of the Resilience Scales Questionnaire (RSQ) which provides a way to monitor this essential element of people’s character. As a concept it is a complex mixture of attitudes, emotions and behaviours all of which define how a person deals with life’s challenges. However, it is arguably one of the most important attributes that aid both success and satisfaction in life as illustrated by Warren Bennis:

"The leaders I met, whatever walk of life they were from, whatever institutions they were presiding over, always referred back to the same failure - something that happened to them that was personally difficult, even traumatic, something that made them feel that desperate sense of hitting bottom - as something they thought was almost a necessity. It's as if at that moment the iron entered their soul; that moment created the resilience that leaders need.”

Warren G. Bennis

Resilience is a difficult area to isolate and measure because it is so clearly linked to our whole sense of identity and self belief as illustrated by the following quote:

"We find that people's beliefs about their efficacy affect the sorts of choices they make in very significant ways. In particular, it affects their levels of motivation and perseverance in the face of obstacles. Most success requires persistent effort, so low self-efficacy becomes a self-limiting process. In order to succeed, people need a sense of self-efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life.”

Albert Bandura

The Resilience Scales Questionnaire (RSQ) has carved out the key components of the concept of Resilience so that all those who work in this area will find it useful to use alongside other tools, models and interventions.

Section One: The Concept of Resilience

1.1 Background

Resilience is a term used in everyday life and, whilst we may all have our own picture of what it means, there is a commonality which may be summarised as

> 'the ability to face the challenges and disappointments we meet in life and to come back with resolve, determination and feeling stronger than before.'

To elaborate, it means working with adversity in such a way that one comes through with greater resolve; it means turning adversity into a learning experience; it involves facing life's difficulties with courage and patience – and refusing to give up. It is the quality that allows people to rebound from misfortune, hardships and traumas. Those who demonstrate resilience show a determination to embrace all that makes life worth living, even in the face of overwhelming odds.'

To understand it in a different way, we can turn to one of the most iconic examples of resilience – Nelson Mandela who survived 27 years in captivity where he experienced both physical and mental abuse and yet emerged with dignity in his bearing and forgiveness in his heart. There are countless other examples from involving similarly extreme conditions, such as people who have been kept hostage for many years or people that have been made repeatedly redundant. The resilient ones are those who do not give up and who gain from the experience.

According to Steinhardt from the University of Texas at Austin:

> *Resilience is defined as the process of bouncing back and fully recovering in the face of change and stressful situations. Being resilient doesn't mean a person won't experience difficulty or stress. However, resilient individuals respond to stress in ways that help them not only recover, but grow and thrive*[1]*.*

According to Fontana and Wagner :

> *Robustness is the ability of a system to maintain function even with changes in internal structure or external environment.*

According to the Harvard Medical School :

> *Robustness is a characteristic of systems with the ability to heal, self-repair, self-regulate, self-assemble, and/or self-replicate.*

[1] From http://www.edb.utexas.edu/steinhardt/index.htm

1.2 The Resilience Scales Questionnaire (RSQ) Model

There have been many attempts to measure aspects of Resilience. There is no doubt that the Big Five model of personality identifies a key element of the concept when it measures neuroticism (sometimes called anxiety or emotional stability) and various questionnaires identify various symptoms or facets such as anger, depression, frustration, nervousness etc. Psychologists are divided about how much resilience is a basic, physiological disposition (possibly innate) and how much it is a learned response. The RSQ model was initially developed by reviewing existing measures (16PF, NEO, HPI, HDS, EPP, BarOn, OSI), bringing in ideas from the Positive Psychology movement[2] ,reviewing Emotional Intelligence research and from Cognitive Behavioural Therapy. However, through various stages of empirical trialling and analyses the model evolved to the five scale version described below:

	Inner world	**Outer world**
Cognitive (Mental Orientation)	**Self Esteem** **(How I see myself)** Sense of own value, capability, self-belief, superiority/inferiority.	**Optimism** **(How I see the world)** Expectations of outcomes, interpretation of events, positive, optimistic versus seeing the worst
Behavioural (Behaviour pattern)	**Self-Discipline** **(How I manage myself)** Sense of purpose, effectiveness, appropriateness, achieves goals, not erratic or unpredictable	**Control** **(How I manage situations)** Style towards others, controlling, flexible, tolerant, versus easily frustrated, demanding, rigid and obsessional.
Emotional (Emotional Experience)	**Emotional Non-defensiveness** **(How I feel and react to people and situations)** General mood, reactions, happiness, energy and generosity towards others versus tensions, hesitancies, anxieties and a tendency to blame others.	

1.3 Applications

An understanding of resilience is important in many areas of people's lives. Some of the areas in which it is most commonly applied are introduced below, though this should not be seen as an exhaustive list and users of the RSQ are encouraged to adapt and build on these examples.

- Personal development and increasing personal resilience
- Emotional literacy development and understanding others
- Managing others and situations
- Developing support within a team

[2] see Martin Seligman's 'Learned Optimism'

Section Two: Development of the RSQ questionnaire

There have been 5 previous versions of the RSQ as it has undergone increasing refinement over a period of 5 years. Initially 272 items were written to give comprehensive coverage of the 6 facets, with leeway to experiment with a range of concepts. These were considered sufficient to provide a comprehensive map of the values domain.

The items were written as single statements to be answered using a 6-point Likert scale. The statements were reviewed by three occupational psychologists as well as other experienced assessors to ensure that they were clear and reflected the defined constructs. Reviewers were instructed to think of how they would answer the statements themselves and also how it would apply to a person they knew well. A number of changes were made to the statements as a result of this review and a final screening conducted to ensure that none of the items could be construed as offensive or as asking for information of a private nature. The RSQ then went through an extensive period of refinement as follows:

Version 1 (272 items in 2005, based on a sample of 276):

The first questionnaire was put together in 2005 and involved 272 items using a Likert scale. This questionnaire was trialled on a sample of 228 and both item analyses and factor analyses were conducted. The results of these analyses supported the view that the data was best represented by 3 factors that matched the Behavioural, Emotional and Cognitive dimensions rather than the Inside and Outside aspects of the model.

Version 2 (173 items in 2006, based on a sample of 385)

The second version used 173 items and was an attempt to reproduce the factor structure using bipolar statements (or words). This version also introduced a Faking scale. Bi-polar scales were introduced to provide a balancing element which has the effect of reducing social desirability and increasing the range of the scale to be used. (e.g. both joyful and serious can be viewed positively). The data from the first version informed the way in which pairings could be trialled. The results suggested that there was too great an overlap between one of the Emotional facets (Emotional State) and one of the Cognitive facets (Self Esteem).

Version 3 (105 items in 2007, based on a sample of 785)

The third version of the questionnaire was trialled having analysed the reasons for the overlap between Emotional State and Self-Esteem and was re-defined and the former was re-labelled 'Emotional Non-defensiveness'. The results showed high internal consistencies but some of the factor loadings suggested that some items could still be improved.

Version 4 (125 items in 2008, based on a sample of 1108)

The factor analysis from the third version enabled us to create a longer version from which we would select the items for the final version.

Version 5 (90 items in 2009, based on a sample of 2152)

This is the final version of the questionnaire and was developed after factor analysis and item analysis of the data resulting from Version 4.

Section Three: Administering the questionnaire

The RSQ questionnaire is part of the Profiling for Success (PfS) online assessment system developed by Team Focus. To use the questionnaire clients have to open a PfS account. Once a PfS account has been opened, this allows clients to manage all aspects of the assessment and reporting process. For information on opening and using a PfS account, please contact Team Focus (contact details are given at the front of this User's Guide).

Effective administration is important if the RSQ is to provide valid information. With the PfS online assessment system, assessments may be completed after a personal introduction from the administrator or after the respondent has been informed about the assessment by other means such as email or a letter. Whichever administration process is used, it is essential that respondents understand why they are being asked to complete the questionnaire and how the information they provide will be used for their benefit. This ensures 'buy in' to the assessment and so encourages honesty and openness from respondents.

In this section, options for administration are described along with guidance on how to conduct effective administration, whether in person or remotely. Details on the actual process of administration are also included along with the technical requirements of the PfS system.

3.1 Administration process

There are three options for administering the RSQ:

- completion with an administrator present who gives the introduction;
- independent completion after a prior face-to-face or telephone introduction by an administrator;
- independent completion after receiving an introduction via email or letter from an administrator.

The questionnaire does not necessarily require an administrator to be present, and has been developed and trialled accordingly. Full instructions are given at the beginning of the questionnaire, along with examples to ensure that the respondent understands how to indicate their responses and use the six-point response scale. Whilst completing the questionnaire, respondents can also see a summary of the instructions at any time they wish.

Although an administrator does not need to be present at the time of completion, it is essential that the personal aspect of administration is not underestimated. Nor should it be assumed that the instructions given with the questionnaire are sufficient in themselves. Good administration, whether in person, by phone or via letter or email, is key to getting the 'buy in' of the respondent to the assessment process. This, in turn, will enhance the validity of the assessment profile through putting respondents in the appropriate mindset, and encouraging open and honest responding.

An introduction to the RSQ should include the following points, whether delivered in person by the administrator or otherwise:

- the reason the respondent is being asked to complete the questionnaire;
- a broad description of what the questionnaire assesses, possibly including an overview of the RSQ model, though there is no need to include a detailed description of each scale;
- the importance of being as honest as possible when completing the questionnaire;
- guidance that the RSQ is untimed but typically takes between 20 and 40 minutes to complete. Respondents should work through at their own pace but be advised that sometimes, spending a long time pondering the questions can make it more difficult. Whilst first answers are not necessarily the best (since they may reflect some habitual response rather than a carefully considered one) they can provide a useful starting point for exploring a person's value system;
- an explanation of how the respondent will receive their RSQ profile and how this will be used;
- a description of how the profile will be stored and who will have access to it.

When an administrator will not be present whilst the respondent completes the questionnaire, the following information should also be given:

- the URL to which the respondents go for address for access to the PfS website: www.profilingforsuccess.com/main
- the Client code, Access code and Password they will need to enter when prompted;
- advice that the questionnaire normally takes between 20 and 40 minutes to complete and that it should be completed in a quiet environment free from distractions;
- the contact details for the administrator in case of any questions or issues in accessing the PfS system.

3.2 Requirements of the PfS system

As the RSQ questionnaire is delivered via the PfS online assessment system, administrators need to ensure that respondents have the necessary hardware and software to access the assessments. In practice, this is very rarely an issue as the PfS system has been developed to run on standard internet technology to make it as widely accessible as possible.

The requirements for users of the PfS system (clients/administrators and respondents) are:

- a PC or Mac with an internet connection (dial-up or broadband);
- a minimum screen resolution of 1024 by 768;
- Internet Explorer Version 6.0 or later (recommended browser);
- Macromedia Flash plugin.

Virtually all modern computers will meet the requirements. When using Internet Explorer, this will automatically check that the Macromedia Flash plug-in is installed and, if not, prompt the user to install this. Installation of Macromedia Flash should take only a few seconds with

a broadband internet connection and is completed without the need for any technical expertise on the part of the user.

When a respondent selects a PfS assessment for completion, the whole assessment is downloaded before it begins. This may take a short time with a dial-up connection (up to one minute for some assessments) but with a broadband connection it will take only a few seconds.

It is not necessary for the internet connection to be maintained once an assessment has been downloaded. However, the internet connection does have to be active when the assessment results are submitted. Information about the need for respondents to be actively connected to the internet for their results to be recorded is displayed at the end of the assessment.

Section Four: Interpretation and Review

This section of the User's Guide describes in detail individual scales that comprise the RSQ questionnaire. Users need to become familiar with these scales and appreciate how they fit into the RSQ model before working with respondents. It also gives an overview of the scores that are generated from the questionnaire and describes the computer-generated reports that are available.

(The RSQ questionnaire can be used in a range of development situations. Some examples of these have been given in Section One, but these are not intended to be exhaustive and it is anticipated that users will expand on these to meet their own needs). The precise nature of the feedback and review with the respondent will depend on how the questionnaire is being used, but this section gives an overview of a standard review process. Users are encouraged to think of how these ideas may be adapted to best meet their needs so as to ensure the questionnaire has maximum impact on the development process.

4.1 Descriptions of the RSQ scales

Self Esteem

This area describes a person's attitudes to and perception of themselves. It relates to the concepts of self-esteem, personal confidence and competence (especially when dealing with adversity).

A high score in this area indicates that a person has a positive view of their own value, of their capabilities and of their self-worth. A low score indicates that a person may not currently see themselves in such a positive way.

Optimism

This area describes a person's attitudes to and perception of the world around them. It relates to a belief that life treats them relatively fairly and that things will turn out well in the future.

A high score in this area indicates that a person has positive expectations about how things will turn out. A low score indicates that a person has a more pessimistic view of things and may expect things not to turn out as well as they might hope.

Self-discipline

This area describes how people manage their own behaviour. It focuses on their determination, perseverance, reliability and the ability to make steady progress towards desired goals.

A high score in this area indicates that a person has a strong sense of purpose, that they are able to focus effectively and act appropriately in most situations and that they make clear decisions that enable them to achieve their goals. A low score indicates that a person has a less clearly defined sense of purpose and may be more easily distracted, making it difficult for them to maintain their motivation and achieve their goals.

Control

This area describes how people manage the environment. It focuses on their approach to tasks and projects and whether they create systems and structure or whether they respond and adapt.

A high score in this area indicates that a person believes their style to be systematic, precise and efficient without being overly fussy or pedantic. A low score indicates that a person has a tendency to react spontaneously but that this may result in losing control or becoming disorganised.

Emotional non-defensiveness

This area describes a person's subjective emotional experience and whether they feel open, tolerant and relaxed or somewhat tense, suspicious and defensive.

A high score in this area indicates that a person sees themselves as open and non-defensive which allows them to be generous, welcoming and forgiving towards others. A low score indicates that a person sees themselves as defensive and perhaps suspicious and prone to blaming others.

Image management

A final score derived from the questionnaire deals with the way in which the respondent completed the questionnaire itself and whether they may have exaggerated your positive characteristics.

A high score would indicate that the respondent's answers were highly positive. This would suggest either that they have a strong underlying confidence and belief in themselves or, alternatively, that they are trying to project such an image to the outside world.

A low score on the other hand would indicate either that they have a more negative view of themselves or, alternatively, that they do not feel the need to project a positive image to the outside world.

4.2 The RSQ feedback report

At present, only a feedback report is available for the RSQ, although an administrator's report will also be available in the near future. The Feedback report provides a profile chart along with a scale-by-scale discussion of the results. The latter comprises the definition of each scale along with a brief narrative presentation of the person's score on the scale in question.

4.3 Conducting a review session

The results from the RSQ questionnaire should always be reviewed with the respondent. As with the output from any psychometric assessment, the profile should be treated as a starting point for further exploration and clarification. Without adequate review, the respondent may over-interpret the results and place greater emphasis on their validity than is warranted. The review session therefore allows the respondent an opportunity to challenge the results in the report and find a balance between their results and personal perceptions that allows them to move forward in their development. Further, although the questionnaire is generally positively worded, the review also allows clarification of any issues so ensuring that misunderstandings on the part of the respondent do not occur.

The exact format of the review will depend on the purpose of assessment and how the results are to be used. It is recommended that the review is conducted face-to-face, though a telephone review may be acceptable in some circumstances

The reviewer will need to decide whether a report is sent directly to the respondent when setting up the access code for the RSQ. Receiving the report ahead of the review session will give the respondent time to read and start to work through it to identify issues that are particularly pertinent to them. This process will give more time for discussion during the review session and is likely to be particularly beneficial to respondents who need time to reflect on their report before discussing it. Providing that the administration has been conducted thoroughly and respondents understand the purpose of the assessment and how it will be used, there should be no issues in reports being sent directly to respondents. If respondents do, however, seem particularly sensitive to feedback, careful consideration needs to be given to whether reports should be sent directly to the respondent or introduced by the reviewer as part of the review session.

The purpose of a review session, whether conducted face-to-face or via the telephone, is to ensure that the respondent clearly understands the meaning of their results and is satisfied with the assessment experience, and to explore possible implications of the results. To reach this goal it is important that the review session is seen as a chance for information to be shared between the respondent and the reviewer, not simply for the reviewer to provide the questionnaire scores. For this process to be successful, it is vital that all reviewers have received appropriate training and are themselves familiar with the RSQ model and the nature of its reports.

General guidelines for conducting review sessions are given below. These guidelines should be seen as identifying the main points that need to be covered and giving suggestions about the structure of the review session and appropriate questioning strategies. They do not set out to provide a set formula that must be followed.

- As with administration, good preparation is essential for review sessions. A suitable room, free from disturbances, should be used. Reviewers should familiarise themselves with the respondent's results, the RSQ scales and how they may want to introduce the RSQ model as a way of supporting the interpretation. Reports should be sent out to respondents in good time before the review session, if they have not received them directly from the Profiling for Success assessment system.

- The review session should begin with the reviewer introducing themselves and providing a brief overview of the review session (ideally there will have been prior contact but it can be useful to go over these points again). Useful information to offer includes clarifying the overall purpose of the session and how the questionnaire will assist achieve that

purpose. It is also useful to clarify the approximate length of the session, issues around confidentiality and what will happen to the questionnaire results.

- Both parties need to agree on what they want to get out of the review session and be clear on how the profile will be used before working through the report. Such agreement will ensure a common purpose to the review, encourage rapport and reduce the chance for misunderstandings.

- To encourage a balanced discussion from the outset, the respondent should be brought into the review session as early as possible. This can be done through asking them about their experiences of the questionnaire immediately after the brief introduction (e.g. "How did you find completing the questionnaire?" or "Tell me about your experience of completing the questionnaire."). Throughout the review session open questions should be used wherever possible, as this will encourage the respondent to provide more information and make the review more balanced. In a balanced review session the respondent should contribute at least as much as the reviewer to the discussion, if not more.

- The next stage will usually involve discussion of the actual questionnaire profile. There is no set order in which the RSQ scales have to be reviewed. If previous discussions with the respondent have identified specific areas of interest, the discussion may focus on these and spend less time on other areas. An alternative strategy is to ask the respondent to identify any areas where the questionnaire has revealed surprising results and start by exploring these.

- RSQ is primarily a tool to stimulate personal development and insight and so the next stages in the development process need to be the focus of the final part of the review. Both parties should mutually agree a way forward. Points that may be included are how the issues that have been discussed will be captured, what actions the respondent has agreed to and time scales for development activities, what support the reviewer or others in the organisation need to give the respondent, and how any development activities will be monitored and reviewed. Finally, the respondent should be offered the opportunity to ask any outstanding questions and then thanked for attending the review session.

- It is good practice for individual organisations to develop policies around the review of assessment results, as with other aspects of psychological assessment. These should cover issues such as how reviews are conducted, confidentiality and storage of assessment data. It is important for organisations to develop their own policies, as these will help ensure consistency of approach and application over time, and will also guard against issues of fairness and discrimination. Whilst policies may draw on the guidelines given above, ultimately reviewers may develop their own style with which they feel comfortable within these frameworks.

Section Five: Technical information

The development of the final 90-item version of the RSQ was based on an analysis of 2297 subjects who had taken the earlier 125-item version of the questionnaire. For the purpose of this analysis, only responses to 89 of the original 125 items were analysed, these being the items which would form the final version of the questionnaire along with one further experimental item used to assess image management.

5.1 Composition of the analysis sample

The sample on which the data in this section is based was comprised of 2297 respondents who completed the RSQ questionnaire between May 2007 and March 2010. The mean age of the sample was 31.11 (SD=12.35), and 48.80% of the sample were males and 50.20% females (Table 5.1).

Table 5.1: Classification by gender

Gender	N	Percent
Male	1144	49.80
Female	1153	50.20

The distribution of the sample by age is shown in Table 5.2. The majority of the sample (approximately 69%) fell in the age range 20-40

Table 5.2: Classification by age

Age	N	Percent
15 - 19	105	4.85
20 - 29	819	37.85
30 - 39	679	31.38
40 - 49	404	18.67
50 - 59	139	6.42
60 - 69	17	0.78

Table 5.3 shows the distribution of the sample according to ethnic category. The largest groups represented were 'White - British' (33%), 'Asian or Asian/British - Indian' (21.85%) and 'White - Other '(14.85%).

Table 5.3: Classification by ethnic category

Category	N	Percent
White - British	758	33.00
White - Irish	44	1.92
White - Other	341	14.85
Mixed - White/Black Caribbean	9	0.39
Mixed - White/Black African	11	0.48
Mixed - White/Asian	19	0.83
Mixed - Other	41	1.78
Asian or Asian/British - Indian	502	21.85
Asian or Asian/British - Pakistani	31	1.35
Asian or Asian/British - Bangladeshi	3	0.13
Asian or Asian/British - Other	82	3.57
Black - Black/British - Caribbean	29	1.26
Black - Black/British - African	176	7.66
Black - Black/British - Other	9	0.39
Chinese	49	2.13
Other ethnic group	17	0.74
Information withheld	37	1.61

5.2 Descriptive statistics

Descriptive statistics for age are shown in Table 5.4.

Table 5.4: Descriptive statistics for age

	Mean	Min	Max	SD
Age	31.11	15	69	12.35

The descriptive statistics for the raw scores for the 6 RSQ scales are shown in Table V. These statistics were based on a sample of 2294 subjects. Each scale consists of 15 items, each of which is rated on a scale from 1 to 6. The possible raw score range for each scale is therefore 15 - 90.

Table 5.5 below presents the descriptive statistics for each of the RSQ scales

Table 5.5: Descriptive statistics for the 6 RSQ scales

	Scale	Mean raw score	Min	Max	SD
1	Self-esteem	65.36	15	90	12.90
2	Optimism	63.72	17	90	12.47
3	Self-discipline	65.90	15	90	13.67
4	Control	61.33	18	90	11.73
5	Emotional non-defensiveness	65.45	16	90	11.64
6	Image management	60.86	14	84	10.28

5.3 Correlations between age and each of the six RSQ scales

The correlations between age and each of the RSQ scales are shown in Table VI. All correlations are significant at $p<0.05$.

Table 5.6: Correlations between age and the RSQ scales

Scale	Correlation with Age
Self-esteem	0.23
Optimism	0.21
Self-discipline	0.21
Control	0.14
Emotional non-defensiveness	0.08
Image management	0.17

5.4 Intercorrelations between the six RSQ scales

Table 5.7 shows the intercorrelations between the six RSQ scales. It can be seen that all these intercorrelations are moderate to high. As expected, the highest correlations were within the scale groups (i.e. the correlation of 0.82 between Self-esteem and Optimism and the correlation of 0.72 between Self Discipline and control). Nevertheless, cross-group correlations were also appreciable (e.g. the correlation of 0.59 between Optimism and Self-Discipline.

Table 5.7: Intercorrelations between the six RSQ scales

	Optimism	Self-discipline	Control	Emotional non-defensiveness	Image management
Self-esteem	0.82	0.64	0.37	0.51	0.53
Optimism	-	0.59	0.33	0.62	0.55
Self-discipline	-	-	0.72	0.53	0.64
Control	-	-	-	0.34	0.50
Emotional non-defensiveness	-	-	-	-	0.67

High intercorrelations between scales are to be expected in a questionnaire of this sort. The scales have not been developed to be independent of one another, as might be appropriate for conventional personality questionnaires and it is to be expected that there should be at least a reasonable degree of correlation between many pairs of scales.

5.5 Factor analysis

A factor analysis was carried out on the data. A 3-factor solutions produced factors corresponding reasonably well with the 3-dimensional Cognitive-Behavioural-Emotional model. After Varimax rotation, Factor 1 accounted for 16% of the total variance and the majority of items loading highly on this factor were from the Self-Esteem and Optimism scales. Factor 3 accounted for 13% of the variance and items loading highly on this factor were largely from the Self-Discipline and Control scales. Factor 3 accounted for 8% of the variance and the items loading most highly on this factor were those from the Emotional Non-defensiveness scale, though a number of items from the Image Management scale also had high loadings on this factor. It should be noted however that the total variance accounted for by the three factor solution was only 37%.

The factor analysis was repeated on a larger sample of 4686 subjects who had taken the RSQ items under a different guise as during their application for professional university level training. The results from this second factor analysis produced a very similar pattern of item loadings to that described above for the first analysis, the main difference between the two sets of results being that in the second analysis, both Factors 1 and 2 accounted for approximately 10% of the total variance.

5.6 Internal consistency

In practice, reliability is typically assessed in three ways. The first of these is to look at how the items in the questionnaire's scales 'hang' together to form a coherent assessment of the construct under consideration. This is known as '**internal consistency'** and is dependent upon the correlation between each item and its respective scale total (calculated excluding the item itself). Internal consistency is calculated through a formula known as Cronbach's Coefficient Alpha and expressed as a statistic that can range from 0 to 1. The closer to 1, the more reliable the assessment is said to be.

The second way in which reliability is assessed is through looking at how consistent results are over time. This is done through administering the assessment at one point in time and then again sometime later. The scores from the two administrations are then correlated with each other to give an indication of **'test-retest' reliability**. As with internal consistency, the closer the test-retest correlation coefficient is to 1, the more reliable the assessment is seen to be.

A further way in which reliability can be assessed is through **parallel, or alternate, forms** of the questionnaire. Typically, parallel forms are administered back-to-back and the results from the two are correlated, as when assessing test-retest reliability.

Each of the statistics described above provides an index of reliability, but does not directly indicate the degree of error in a given scale score. The standard error of measurement (SEM) provides a way of quantifying the error in the scores from each of an instrument's scales, indicating the range within which a person's true score on each scale is likely to fall. The SEM is derived from the following formula:

$$SEM = SD\sqrt{1-r}$$

where SD is the standard deviation of the scale in raw score units and *r* is the reliability (in this case internal consistency) of the test. Table 5.8 shows the internal consistencies (Chronbach's alpha) of the six RSQ scales. It can be seen that these were all at a high level with the coefficients for both Self-esteem and Self-discipline exceeding 0.9 and the lowest coefficient being for Image Management (0.83).

Table 5.8: Internal consistencies of the six RSQ scales

Scale		Alpha
1	Self-esteem	.91
2	Optimism	.88
3	Self-discipline	.92
4	Control	.86
5	Emotional non-defensiveness	.88
6	Image management	.83

5.7 Norm Tables

Tables 5.9 to 5.15 present norm tables and associated statistics for three groups as follows:

(a) A general norm group consisting of 2294 respondents who had taken the online version of the RSQ. Approximately two-thirds of these respondents were individuals responding to an invitation to complete the questionnaire and the remainder were largely individuals who had been asked to complete the questionnaire as part of a development exercise or selection procedure.

(b) a group of 4701 young people who were required to complete the questionnaire as part of their application for university-level professional training

(c) a group of 235 people who were asked to complete the questionnaire as part of their application for work in a call-centre.

Table 5.9: Scale statistics comparing the 3 norm groups

Scale	General Sample N=2294			University Applicants N=4701			Call Centre Applicants N=235		
Scale	Mean	SD	SEM	Mean	SD	SEM	Mean	SD	SEM
Self-esteem	65.36	12.90	3.87	66.273	9.179	2.75	69.668	7.593	2.28
Optimism	63.72	12.46	4.32	68.613	8.666	3.00	67.932	8.357	2.90
Self-discipline	65.90	13.68	3.87	70.610	9.247	2.62	74.868	7.804	2.21
Control	61.35	11.74	4.39	64.433	9.265	3.47	66.672	7.732	2.89
Emotional non-defensiveness	65.46	11.64	4.03	71.415	8.129	2.82	70.813	7.157	2.48
Image management	60.87	10.29	4.24	63.321	8.427	3.48	67.183	7.399	3.05

Table 5.10: General statistics for the norm table for the 'General' group

Sample Details			
Sample size	2294	Prop male	49.80%
Mean age	31.11 (SD=12.35)	Prop female	50.20%
Resilience Scale	Mean	SD	SEM
Self-esteem	65.36	12.90	3.87
Optimism	63.72	12.46	4.32
Self-discipline	65.90	13.68	3.87
Control	61.35	11.74	4.39
Emotional non-defensiveness	65.46	11.64	4.03
Image management	60.87	10.29	4.24

Table 5.11: Norm table for the 'General' group

score	Self Est	Optim	Self-Disc	Control	Em ND	Im Man	score	Self Est	Optim	Self-Disc	Control	Em ND	Im Man
0-30	1	1	1	1	1	1	60	31	34	31	42	29	46
31	2	1	1	2	1	1	61	32	37	33	45	32	50
32	2	2	1	2	1	1	62	34	40	35	49	35	53
33	2	2	1	2	1	1	63	37	43	37	53	38	57
34	2	2	2	2	1	1	64	39	47	39	57	41	61
35	2	2	2	3	1	1	65	42	50	42	60	44	65
36	3	2	2	3	2	1	66	45	53	45	64	47	68
37	3	3	3	3	2	1	67	49	56	48	67	51	72
38	3	3	3	4	2	2	68	52	59	50	70	55	75
39	4	4	4	4	2	2	69	56	63	53	73	59	78
40	4	4	4	5	2	3	70	60	67	57	76	63	81
41	4	5	5	5	3	4	71	64	70	60	79	66	83
42	5	5	6	6	3	4	72	68	73	63	82	70	85
43	6	6	7	7	4	5	73	71	76	66	85	73	88
44	6	7	8	8	4	5	74	74	79	69	87	77	90
45	7	8	9	9	5	6	75	77	82	72	89	80	92
46	8	9	9	10	6	7	76	80	84	75	91	83	93
47	9	10	10	11	6	9	77	82	87	78	93	85	95
48	10	11	11	13	7	11	78	85	89	81	94	87	96
49	11	13	13	14	9	12	79	87	91	83	95	89	97
50	13	14	15	16	10	14	80	89	92	86	96	91	98
51	14	16	16	18	11	16	81	91	94	88	97	92	98
52	15	17	18	21	12	19	82	93	95	89	98	93	99
53	17	19	20	23	14	22	83	94	96	91	98	95	99
54	19	21	21	24	16	25	84	95	97	92	99	96	99
55	20	23	23	27	18	28	85	97	98	94	99	97	99
56	22	25	24	29	20	31	86	98	99	96	99	98	99
57	24	27	26	32	23	34	87	98	99	97	99	98	99
58	27	30	27	35	25	38	88	99	99	98	99	99	99
59	29	32	29	39	27	42	89-90	99	99	99	99	99	99

Table 5.12: General statistics for the norm table for the 'University applicant' group

Sample Details			
Sample size	4701	Age range	17 - 21
Resilience Scale Details	Mean	SD	SEM
Self-esteem	66.273	9.179	2.75
Optimism	68.613	8.666	3.00
Self-discipline	70.610	9.247	2.62
Control	64.433	9.265	3.47
Emotional non-defensiveness	71.415	8.129	2.82
Image management	63.321	8.427	3.48

Table 5.13: Norm table for the 'University Applicant' group

score	Self Est	Optim	Self-Disc	Control	Em ND	Im Man	score	Self Est	Optim	Self-Disc	Control	Em ND	Im Man
0-41	1	1	1	1	1	1	66	46	36	29	54	23	62
42	1	1	1	2	1	1	67	50	40	32	59	27	66
43	1	1	1	2	1	1	68	55	44	36	64	31	70
44	1	1	1	2	1	1	69	60	49	40	68	35	74
45	2	1	1	3	1	2	70	65	54	44	72	40	78
46	2	1	1	3	1	2	71	69	58	49	76	45	81
47	3	1	1	4	1	3	72	73	63	54	79	50	85
48	3	2	2	5	1	4	73	77	68	58	83	56	87
49	4	2	2	6	1	5	74	80	73	62	86	61	90
50	5	2	3	7	1	6	75	83	77	66	88	66	92
51	6	3	3	8	2	7	76	86	80	70	91	70	94
52	7	4	4	10	2	9	77	89	84	75	92	75	95
53	8	5	4	11	2	11	78	91	87	78	94	79	96
54	9	6	5	13	3	13	79	93	89	82	95	82	97
55	11	7	6	15	3	16	80	94	92	85	96	86	98
56	13	8	7	18	4	19	81	95	94	87	97	89	99
57	15	9	8	20	5	22	82	97	95	90	98	92	99
58	18	11	9	23	6	26	83	97	96	92	99	94	99
59	20	13	11	25	7	30	84	98	97	94	99	95	99
60	23	15	13	29	8	35	85	99	98	95	99	97	99
61	27	18	15	33	10	39	86	99	99	97	99	98	99
62	30	21	17	37	12	43	87	99	99	98	99	99	99
63	34	24	19	41	14	48	88	99	99	99	99	99	99
64	38	28	22	45	17	52	89	99	99	99	99	99	99
65	42	32	25	49	20	57	90	99	99	99	99	99	99

Table 5.14: General statistics for the norm table for the 'Call-centre applicant' group

Sample Details			
Sample size	235	Prop male	34%
Mean age	32.84 (SD=10.64)	Prop female	66%
Resilience Scale Details	Mean	SD	SEM
Self-esteem	69.668	7.593	2.28
Optimism	67.932	8.357	2.90
Self-discipline	74.868	7.804	2.21
Control	66.672	7.732	2.89
Emotional non-defensiveness	70.813	7.157	2.48
Image management	67.183	7.399	3.05

Table 5.15: Norm table for the 'Call-centre Applicant' group

score	Self Est	Optim	Self-Disc	Control	Em ND	Im Man	score	Self Est	Optim	Self-Disc	Control	Em ND	Im Man
0-47	1	1	1	1	1	1	68	37	49	16	55	35	54
48	1	2	1	1	1	1	69	44	55	19	62	40	59
49	1	2	1	2	1	1	70	52	62	24	67	45	64
50	1	2	1	2	1	1	71	58	67	29	72	50	70
51	1	3	1	2	1	1	72	64	71	34	77	55	74
52	2	3	1	2	1	2	73	69	75	38	81	61	77
53	2	4	1	3	1	2	74	73	77	41	84	66	80
54	3	5	1	4	1	3	75	77	81	45	87	71	84
55	4	6	1	6	1	5	76	81	84	51	90	76	88
56	6	7	1	8	2	6	77	84	87	57	93	81	91
57	7	8	1	10	3	8	78	88	89	63	95	84	93
58	7	10	2	12	5	11	79	91	91	69	96	87	95
59	8	12	2	15	6	15	80	93	93	74	97	90	96
60	9	15	2	18	7	18	81	95	94	80	98	92	98
61	11	18	3	22	9	22	82	96	96	84	98	94	99
62	13	21	5	26	11	25	83	96	97	87	98	96	99
63	15	25	6	29	14	28	84	97	98	90	99	98	99
64	18	29	7	33	17	33	85	98	98	93	99	99	99
65	22	34	9	38	20	37	86	99	99	96	99	99	99
66	27	39	12	44	24	43	87	99	99	98	99	99	99
67	32	44	14	49	29	48	88-90	99	99	99	99	99	99

5.8 References

Section Six: Appendices

Appendix 1: Robustness expressed as a trait in different modalities

Appendix 2: Product Information

Appendix 3: Sample Report

Appendix 4: Price List

Appendix 1: Robustness expressed as a trait in different modalities

INITIAL OVERVIEW OF ASPECTS OF ROBUSTNESS EXPRESSED AS A TRAIT IN DIFFERENT MODALITIES				
TRAIT	COGNITIVE	EMOTIONAL	BEHAVIOURAL	General consequences of low standing on trait
SOCIAL FUNCTIONING - Increased likelihood of drop-out due to difficulty in dealing with interpersonal aspects of the job				
Self esteem >	Negative view of self in social context	Unhappiness Sense of dissatisfaction with social self	Social avoidance Impaired social performance Poor self-presentation	Less effective social interactions
>	Low expectations of social success Feelings of not being liked, valued or loved.	Social anxiety and apprehension Lack of social confidence Feelings of resentment	Social avoidance Impaired social performance	Less effective social interactions
Social skills			Less skilled social performance	Less effective social interactions
Emotional control		Inability to control reactions to social conflict	Emotions interfere with social performance - e.g. difficulty in dealing with conflict	Less effective social interactions
INTELLECTUAL FUNCTIONING AND SKILL DEVELOPMENT - Increased likelihood of drop-out due to consequences of performance limitations				
Self esteem >	Negative view of own abilities Sense of inferiority Over-receptiveness to view of others	Feeling depressed about perceived low ability and skill	Avoidance of tasks Reduced effort/activity Impaired task performance	Reduced learning and poorer on-the-job performance
>	Negative expectations of own ability Low expectations of learning Increased perceived difficulty of learning tasks	Task anxiety, performance anxiety examination anxiety, feeling stressed by course or job demands	Avoidance of tasks perceived as difficult Reduced effort in learning Impaired examination performance: Impaired on-the-job performance	Lowered exam success Poorer on-the-job performance
Emotional control		Inability to deal with and manage anxieties which affect learning and performance		Lowered exam success Poorer on-the-job performance
Metacognitive skills	Ineffective strategies for learning during education and for task management on the job			Reduced learning Poorer on-the-job performance
Self discipline	Carelessness or lack of effort in learning and in application of knowledge		Carelessness or lack of effort in task performance, not doing things properly, bending the rules,	Lower quality of work Reduced work output
EFFORT AND ACHIEVEMENT - Increased likelihood of drop-out due to consequences of low output and work quality				
Self esteem >	Sense of being unable to achieve	Feeling depressed about achievements, sense of impotence, sense of tiredness and lack of energy	Avoidance of tasks Reduced effort/activity Impaired task performance	Lower achievement level
>	Sense that no amount of effort will make a difference	Apprehension about taking on tasks Anxieties about taking initiatives Dependency on others	Taking few initiatives Giving up easily	Reduced learning Lower achievement level
Emotional control		Inability to deal with apprehensions and anxieties.	Taking few initiatives Giving up easily	Reduced learning Lower achievement level
Drive (motivation)		Casual in 'mood'	Low effort during training and on the job	Reduced output and achievement
Self-discipline	Use of cognitive avoidance strategies (e.g. "I don't really need to learn this bit", "All these rules and regulations are stupid")	Casual in 'mood'	Low level of application to tasks, low goal orientation, low initiative, low perseverance poor preparation/consideration prior to task, bending the rules	Reduced quantity and quality of both learning and on-the-job performance
Please note this table is designed to illustrate the fact that there are many facets which could be addressed in a measure of robustness. It is not a complete or definitive model.				

Appendix 2 : RSQ Product Information

Product

Resilience Scales Questionnaire (RSQ)

Overview

The Resilience Scales questionnaire provides a multi-dimensional assessment of the ways in which people react to difficult or challenging experiences. It has been developed by Team Focus as part of their Profiling for Success range of online assessments. It is a robust measure of resilience that is both acceptable to a wide range of adults (i.e. does not have a 'clinical' feel) and is satisfactorily resistant to deliberate faking of responses.

By providing a standalone measure of Resilience it is now possible to assess this area more flexibly – introducing it as and when it is appropriate. For example, people who use MBTI or TDI sometimes find it useful to add the concept of Resilience to their exploration of Type rather than using another comprehensive measure of the personality domain.

Rationale and item development framework

The Resilience Scales questionnaire has been developed according to a rational structure following a comprehensive review of the literature (covering self-efficacy, self-esteem, coping, anxiety, and emotional distress) and existing instruments (including the 16PF, Hogan HPI and HDS, EPP and NEO). From this review it was clear that the domain could be described in a number of different ways, though some of the most consistent distinctions were seen between cognitive, behavioural and emotional elements. A further distinction, and one that is currently used to provide a comprehensive assessment of emotional intelligence, is between what goes on inside and how that manifests itself on the outside. This is less easy to distinguish in the emotional domain and hence the result is the five-box model shown below.

	Inner world	Outer world
Cognitive	**Self Esteem – How I see myself** My view of my own value, my own capability, my sense of self-worth. It explores issues to do with self-belief, superiority and inferiority and exaggerated views of my own importance or worthlessness.	**Optimism – How I see the world** My outlook on life. It describes my expectation and interpretation of events. It explores issues concerning my expectation of the outcomes of events and whether I expect things to work out in a positive way or whether I expect the worst, see the bad side and express doom and gloom.
Behavioural	**Self-Discipline – How I manage myself** My sense of purpose and effectiveness. It explores whether I am able to act appropriately, make decisions and achieve my goals or whether my behaviour and actions become disjointed, unfocussed, erratic, unpredictable and impulsive.	**Control – How I manage and contribute to situations** My actions towards people and situations. It explores whether my style is appropriately accepting, adapts to the situation and is generally tolerant or whether I become too easily frustrated, demanding, rigid and obsessional.
Emotional	**Emotional Non-defensiveness – How I describe my emotional state.** It explores how I generally feel, my moods, my sense of joy, happiness and energy versus my tensions, hesitancies and anxieties and the degree to which I bear grudges and find it hard to forgive people who do me wrong.	

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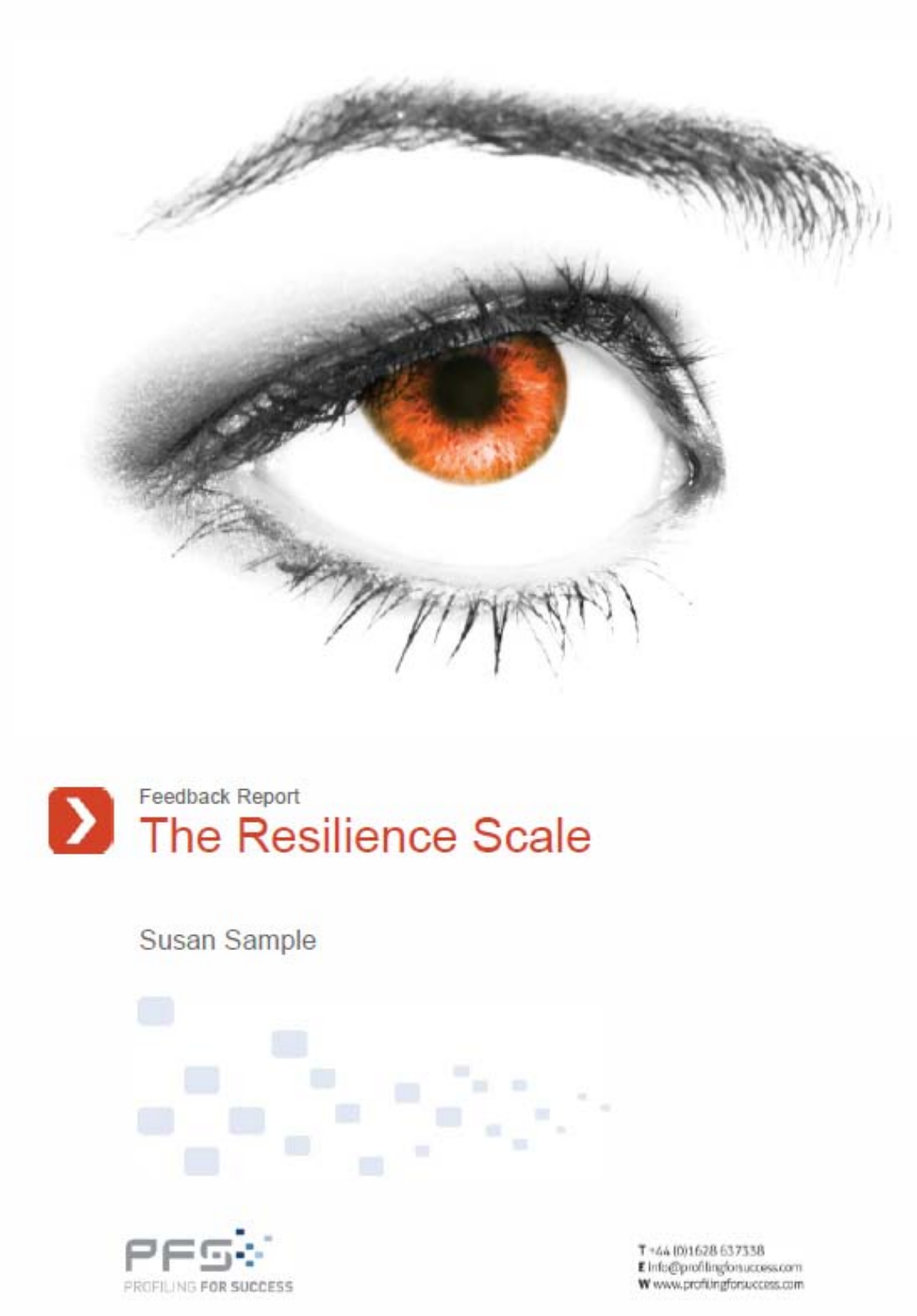
Appendix 3: Sample Report



Feedback Report

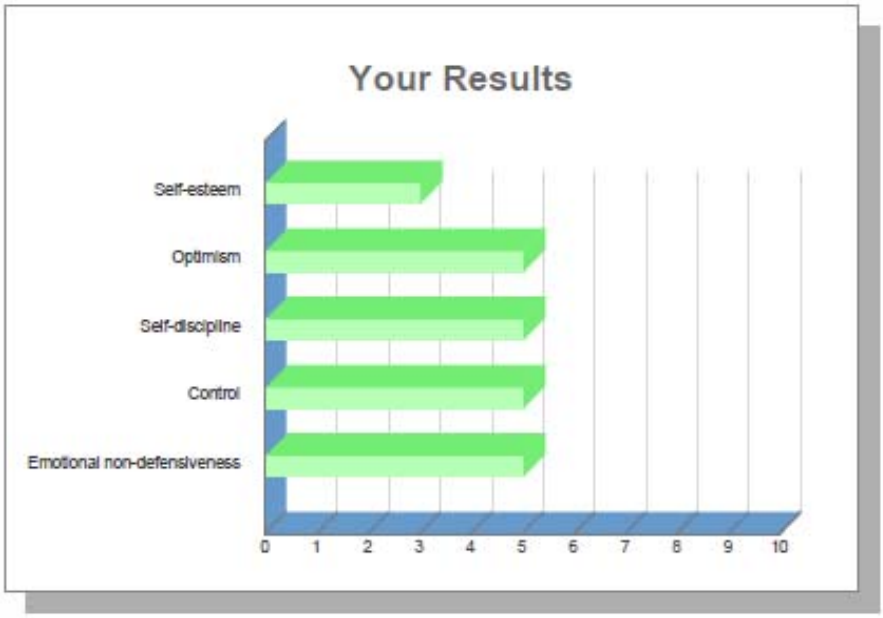
The Resilience Scale - Version RTP

Susan Sample

The Resilience Scale is designed to investigate how a person copes with the challenging and potentially stressful events which are part of everyday life. This report describes your own coping style in terms of your attitudes, beliefs and typical behaviour within five general areas which are relevant to coping with challenges and stressful situations.

The graph below firstly shows your scores in each of these five areas. The report then presents your score in each area, along with a brief descriptions of each area.

The scores referred to in this report are on the 'sten scale'. This scale goes from 1 to 10. The majority of people will score in the range 4-7 and this can therefore be considered the 'average range'. Scores of 1-3 would be considered 'below average' and scores of 8-10 would be considered to be above average.



Descriptions of each of the five areas with more details of your score in each area can be found on the following pages.

Self Esteem

This area describes a person's attitude and perception of themselves. It relates to the concepts of self-esteem, personal confidence and competence (especially when dealing with adversity). A high score in this area indicates that a person has a positive view of their own value, of their capabilities and of their self-worth. A low score indicates that a person may not currently see themselves in such a positive way.

Your scores suggest that you have a rather negative view of your value and a relatively low level of personal confidence. You do not see yourself as being particularly capable and competent – at least in the spheres that matter to you. This means that you may not always take on and accomplish what you need to. You may hold yourself back from accomplishing things simply because you lack the self-belief rather than because you do not have the capability or competence.

Questions for further exploration

- Can you think of a situation where your lack of confidence may actually have been useful or advantageous.
- What do you think might be the best ways to try to improve your self-confidence?

Optimism

This area describes a person's attitude and perception of the world around them. It relates to an attitude and belief that life treats them relatively fairly, that things will turn out well and being generally optimistic about the future. A high score in this area indicates that a person has positive expectations about how things will turn out. A low score indicates that a person has a more pessimistic view of things and may expect things not to turn out as well as they might hope.

It appears from your questionnaire responses that your view of life appears as positive and optimistic as most people. You are no more or less likely than others to believe that things will turn out for the worst. As a consequence, you will not show any marked tendency to avoid difficult situations or to approach them with a negative mind-set. On the other hand, you may not always face up to challenging situations with the postive attitude that some people have.

Questions for further exploration

- Can you think of any situations in the past where you might have taken a rather too pessimistic view of things? What were the consequences?
- Were there ever times when you were too optimistic about things?

Self-discipline

This area describes how people manage their own behaviour. It focuses on their determination, perseverance, reliability and the ability to make steady progress towards desired goals. A high score in this area indicates that a person has a strong sense of purpose, that they are able to focus effectively and act appropriately in most situations and that they make clear decisions that enable them to achieve their goals. A low score indicates that a person has a less clearly defined sense of purpose and may be more easily distracted, making it difficult for them to maintain their motivation and achieve their goals.

Your ability to focus and to work with determination appears similar to that of most people. Like them, you can persevere and see things through but may also sometimes lose interest and give up. On balance therefore, people will probably see you as having reasonable levels of determination, perseverence and reliability.

Questions for further exploration

- What sorts of situations do you feel most stimulate your enthusiasm and determination?
- What are the sorts of things which make you start losing interest in a task?

Control

This area describes how people manage the environment. It focuses on their approach to tasks and projects and whether they create systems and structure or whether they respond and adapt. A high score in this area indicates that a person believes their style to be systematic, precise and efficient without being overly fussy or pedantic. A low score indicates that a person has a tendency to react spontaneously but that this may result in losing control or becoming disorganised.

Your responses to the questionnaire suggest that you seem to balance the need for structure with a willingness to be adaptable and responsive. This means that you are able to bring a moderate level of organisation to a task or project. However, as with the majority of people, you may also have a tendency to disorganisation at times.

Questions for further exploration

- What do you see as the particular advantages or your blend of organisation on the one hand and your flexibility and adaptability on the other?
- Are there times when you need to be more organised? And are there times when you need to be more flexible? Think of particular times when either of these were the case and consider how you might have handled things more effectively.

Emotional non-defensiveness

This area describes a person's subjective emotional experience and whether they feel open, tolerant and relaxed or somewhat tense, suspicious and defensive. A high score in this area indicates that a person sees themselves as open and non-defensive which allows them to be generous, welcoming and forgiving towards others. A low score indicates that a person sees themselves as defensive and perhaps suspicious and prone to blame others.

It seems that the level of tension you experience is similar to most people. You can appear relaxed without being over-suspicious. This means that you see yourself as relatively open, welcoming and non-defensive. When faced with challenging or difficult situations, you are likely to remain as happy, calm and energised as most people.

Questions for further exploration

- In what situations in the past has this balanced approach been most useful, either to you or to people that you work with?
- Are there particular things which sometimes cause you to become more emotional than you normally would be?

Managing your image

A final score derived from the questionnaire deals with the way in which you completed the questionnaire itself and whether you may exaggerate your positive characteristics.

A high score would indicate that your answers about yourself were highly positive. This would suggest either that you have a strong underlying confidence and belief in yourself or, alternatively, that you are trying hard to project such an image to the outside world.

A low score on the other hand would indicate either that you have a rather negative view of yourself or, alternatively, that you do not feel the need to project a positive image to the outside world.

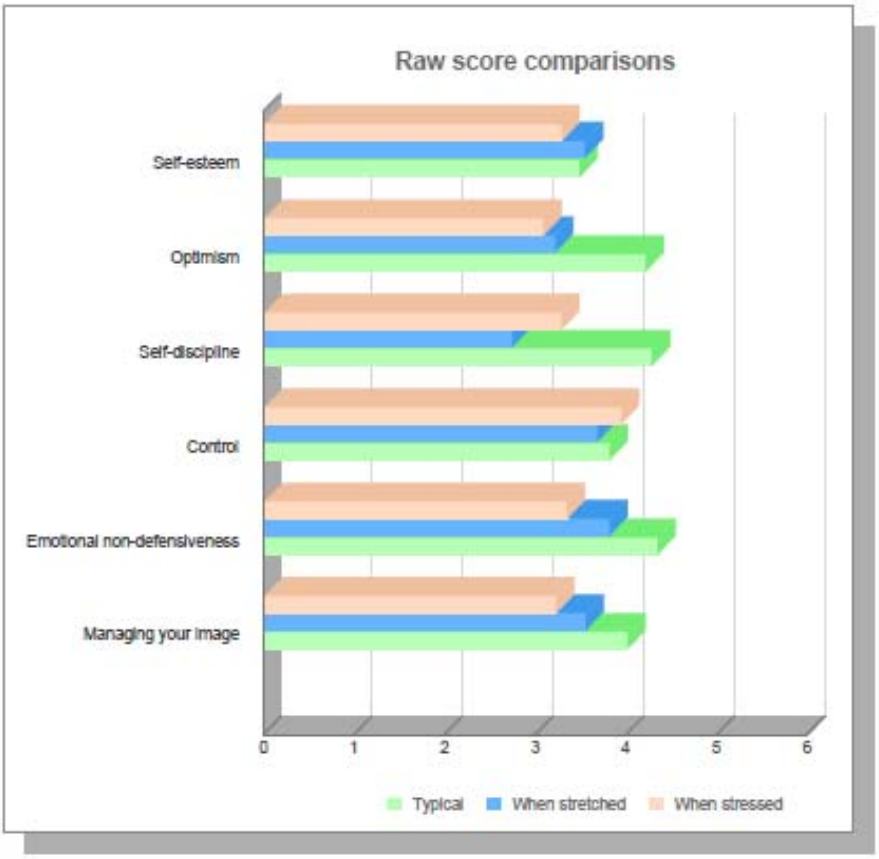
You obtained a score in the average range in this area.

Comparison of scores on the separate rating scales

The results presented so far in the report have been concerned with the scores you gave on the first rating scale in the questionnaire. You used this rating scale to indicate how you tend to behave or feel in typical situations.

In addition to this, you also gave ratings on two further scales indicating (a) how you react when the pressure in a situation is 'stretching you' and motivating you to perform well and (b) how you react when the pressure in a situation is 'stressing' you and making you perform less well.

The chart below compares your raw scores for each of the six rating scales when using the three different rating scales. On some areas, you might find your score is different when either being stretched or being stressed.



Date tested: 30/7/2012

Appendix 4: PfS Online Price List

Profiling for Success Tests & Questionnaires

Online Price List

- NO SET-UP OR ANNUAL LICENCE FEE FOR ONLINE ACCOUNT
- Minimum start-up to open an account is £250 + VAT, available for your immediate use

Capability	Typical Cost *	Online Admin Credits	Report	Credit(s)	Direct Data Entry Credits
Verbal , Numerical & Abstract Reasoning	£6	4	Administrator's	1	2
			Feedback	1	
			Feedback Summary	1	
Memory and Attention (MAT)	£6	4	Administrator's	1	N/A
			Feedback	1	
Decision Analysis Test (DAT)	£10	8	Administrator's	1	N/A
			Feedback	1	
Motivation & Interests					
Career Interests Inventory (CII)***	£13	7	Administrator 's	1	3
			Feedback	2	
			Feedback Plus	4	
			Feedback Summary	1	
Values-based Indicator of Motivation (VbIM)	£21	9	Administrator's	5	N/A
			Feedback	7	
			Feedback Summary	1	
Resilience Scales Questionnaire (RSQ)	£14	9	Feedback	5	4
Personality					
15FQ+	£24	9	Feedback	3	4
			Development	11	
			Administrator's	3	
			Interview Prompts	6	
			Interview Prompts Short	4	
			Combined	15	
EIQ Questionnaire (EIQ^{3D}) Single Use	£24	9	Administrator's	5	4
			Feedback	10	
EIQ Questionnaire (EIQ^{3D}) Paired Use	£37	8	Administrator	7	4
			Feedback	15	
Learning Styles Indicator (LSI) IS & ** IS/WANT Versions	£9	5	Administrator's	1	2
			Feedback	3	
			Feedback Summary	1	
Type Dynamics Indicator (TDI) IS & IS/WANT Versions	£15	7	Administrator's	1	3
			Feedback	5	
			Type at Work	7	
			Feedback Summary	1	
Teams and Relationships					
Management Team Roles Indicator (MTR-i)	£12	9	Feedback	3	N/A
Ideal Team Profile Questionnaire (ITPQ)	£6	5	Administrator's	1	N/A
Relational Health Audit (RHA) – Single Use	£14	9	Feedback	5	4
Relational Health Audit (RHA) – Paired Use	£24	8	Feedback	9	4

* Typical cost includes online access + Administrators' report + the most popular reports
** Learning Styles Indicator reports can also be generated from the Type Dynamics Indicator
*** A Career Explorer Workbook is also available - designed for use with Interests Feedback Reports (4 Credits)

Sample reports are available at: www.teamfocus.co.uk/knowledge-base /sample-psychometric-reports.php
Please note that 1 credit = £1

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